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ABSTRACT

Research has suggested that in order to survive in the 1990's, community colleges must increase public awareness of their role in society, encourage employer-specific programs and services, and initiate closer working relationships with industry. One strategy to accomplish these objectives is through the establishment of a Technical Advisory Committee (TAC) for each technical program. Among TAC activities are providing relevant information on community training needs, curricular standards, and safety requirements of the occupation. This report describes the methodology used to develop a handbook to assist TAC members at Louisiana's Delgado Community College (DCC) in understanding and fulfilling their role. Chapter 1 reviews the history of the college. Chapter 2 discusses relevant literature on TACs. Chapter 3 presents the steps involved in the development of the handbook, which included solicitation of existing materials from other colleges, and interviews with business and industry representatives. Chapters 4 and 5 discuss the results of the handbook development process, and present conclusions and recommendations. The resulting TAC handbook is appended. The first section reviews DCC's mission and purpose, the second lists technical programs at DCC, and the third presents information on the functions of advisory committees, the selection and length of service of members, and operational considerations. The final section of the handbook describes the scope of the TAC's work, which includes community surveys, career guidance, graduate placement, curriculum advisement, public relations, recruiting, and program evaluation. (PAA)

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THE DEVELOPMENT OF A HANDBOOK FOR TECHNICAL ADVISORY COMMITTEE MEMBERS AT DELGADO COMMUNITY COLLEGE

by

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A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

March 1989

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ABSTRACT

A study of the societal factors affecting education indicated that community colleges, in order to survive in the 1990's, must: (1) Increase public awareness of their role in society; (2) Encourage employer-specific programs and services; and (3) Initiate closer working relationships with industry. One strategy to accomplish these objectives is the establishment of Technical Advisory Committees.

The purpose of this study was to develop a handbook for technical advisory committee members at Delgado Community College. Delgado's past experiences with such advisory groups was investigated, other community colleges were contacted for advisory committee handbook ideas, and select members of business and industry were consulted in the development of this handbook.

Recommendations were made, supported with the results of this study, to the Dean for approval and implementation. The College should: (1) Establish an advisory committee for each technical program; (2) Adopt the handbook for immediate use; (3) Conduct workshops on the effective utilization of advisory groups; and (4) Openly reward staff for participation in advisory committee activities.

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Chapter One

INTRODUCTION

Delgado Community College, founded by an endowment from sugar planter Isaac Delgado, opened in August 1921 under the name of Isaac Delgado Central Trades School. Its purpose was to train white boys over twelve years of age in one of the following crafts: Cabinetmaking, Plumbing, and Tailoring. The typical length of instruction was three years. By 1961, at the time of its fortieth anniversary, over forty-thousand students had trained at the institution. Delgado Community College (DCC) became coeducational in the early 1960's, and was opened to all races by the end of that decade. DCC has undergone three official name changes in its sixty-eight year history:

1. Isaac Delgado Central Trades School (1921);
2. Delgado Trades and Tech Institute (1958);
3. Delgado Voc-Tech Junior College (1966); and
4. Delgado Community College (1980).

Each change reflected a shift in the institutional mission. The current mission of DCC is to be a comprehensive, multi-campus community college "with a strong occupational and technical orientation, complemented with liberal arts and personal-social enrichment opportunities" (DCC Catalog).

Academic instruction is administered in one of five divisions: Arts and Humanities, Business Studies, Communications, Engineering/Industrial Technology, and Math and Science. The Engineering/Industrial Technology (EG) division, comprising occupational and technical training, offers coursework in the Engineering Technologies, the Mechanical Trades, and the Construction Trades.

A study of the societal factors affecting education indicated that community colleges, in order to survive in the 1990's, must: (1) Increase public awareness of their role in society; (2) Encourage employer-specific programs and services; and (3) Initiate closer working relationships with industry. One strategy to accomplish these objectives is the establishment of Technical Advisory Committees. The need for a more productive use of these advisory groups by Delgado has never been greater, as the college endeavors to keep its academic offerings technologically current via input from business and industry.

The purpose of this study was to develop a handbook for Technical Advisory Committee members at Delgado Community College. Delgado's past experiences with such advisory groups was investigated, other community colleges were contacted for advisory committee handbook ideas, and select members of business and industry were consulted in the development of the handbook. The completed project was submitted to the Dean for approval and implementation.

Chapter Two

BACKGROUND AND SIGNIFICANCE

No outreach is more critical to the mission of the community college than its bonds with business, labor, and industry. Successful institutions are those that interpret the meaning of their community in a proactive manner. They establish themselves as a viable community resource, in a variety of ways (Griffin: 1983). This is especially true in the evolving areas of Technology Education.

All community colleges share the common goal of assisting students in their pursuit of educational and occupational objectives. The goal of technology education is to instruct students in the unique skills they need for entry and advancement in the workforce (Brooking: 1983). Garrity (1984) outlines several steps that community colleges must take if they are to achieve this goal; among them is the establishment of and effective use of an advisory committee for each program within the institution.

Community colleges need to take specific steps to ensure that their training programs include that knowledge and those competencies necessary for students to obtain immediate employment upon completion of a technical program.

Unless the product the institution delivers, i.e., competent graduates, can be applied in a significant and productive way, the school is not fulfilling its purpose. One of these steps that ensures the placement of competent graduates into the workforce is for colleges to maintain active technical advisory committees (Rockmaker and Modlin: 1982).

An advisory committee is composed primarily of persons outside the educational profession, selected from segments of the community collectively, whose function is to counsel school personnel regarding one or more programs or aspects of a program (Cochran, et al: 1980). The duties, as well as the focus of technical advisory committees should be clearly delineated as being strictly advisory. The committee possesses no administrative or legislative authority. Its role should be stated in terms that can be made operational.

The committee's major activities should be the identification and development of the total educational program of a particular occupation or technical specialty. Basualdo (1976) noted that the committee should focus on:

1. Community training needs/job opportunities;
2. Curricular updating and standards;
3. Safety requirements of the occupation;
4. Standards for instructional supplies;
5. Promotional activities/public relations;
6. Recruitment of students and faculty; and

7. Career counseling and guidance for students.

Light (1982: 18-19) suggested the function of technical advisory committees include:

1. Advise in developing course content for specific occupations;
2. Provide advice concerning shop and lab layout, including the type and quality of tools and equipment to be used;
3. Suggest criteria for the selection of students most likely to succeed in the program;
4. Provide the instructor with competent resource individuals to enable instruction to relate effectively to the skills and knowledge pertaining to the job, and to understand its relevance to the needs of the community;
5. Assist in job placement;
6. Assist in evaluation;
7. Assist in providing financial support, frequently securing donations for tools, equipment, and materials;
8. Advise officials in areas concerning the importance of upgrading workers, retraining workers, and lifelong learning pursuits;
9. Assist in the development of community understanding and support of the program; and
10. Counsel in the recruiting and selection of instructors.

These functions form the nucleus for an active program of committee work.

The need for a published document that clearly communicates these functions to advisory committee members is supported in the professional literature. Riendeau (1977) compiled a comprehensive grouping of advisory committee practices. Providing a handbook for each technical advisory committee member that explains the purpose, operation, and goals of that committee is of utmost importance.

Cochran and Associates assert that a handbook for committee members "can be a useful tool in orienting new

committee members...and provides specific direction to those serving on the committee" (1980: 250). Key sections for inclusion in this publication are recommended: (1) A letter of transmittal; (2) General information about the school, i.e., its purpose, philosophy, policies, and services; (3) A directory of programs and advisory committee members; (4) General information about the committee, i.e., its functions and definition, criteria for membership, its composition, selection procedures, and other operational aspects; and (5) a description of the parameters of the committee, i.e., the scope of its work and/or activities.

Johnson (1989) emphasizes the importance of the handbook for committee members as a means of providing continuity. The State Advisory Council for Adult Education in Iowa developed written procedures for new advisory council members, including the following sections: Orientation, Membership List, Membership Responsibilities, Officer Roles, Agendas, Minutes, and Purpose of the Council.

Armfield (1981) surveyed community college faculty and administrators concerning the utilization and effectiveness of advisory committees. The study categorized sixteen major functions of such committees, which were similar to others cited in the professional literature. Another highlight of this study was the importance of providing a handbook for committee members that communicated its role and objectives.

The results of Armfield's study are supported by the findings of Affeldt, who studied the use of community college advisory committees and developed guidelines for the effective utilization of these groups. Twenty-eight community college presidents responded to a questionnaire on the use of advisory committees at their respective institutions. Affeldt (1981) identified the development of a handbook for advisory committee members as a variable that contributed to the effective operation of advisory committees.

The importance of providing a handbook to advisory committee members has not been overlooked at the state level. The following is a partial listing of states that have published handbooks for advisory committee members: Arizona, Pennsylvania, Kansas, Georgia, Indiana, Michigan, and Florida. In general, the contents are similar. Each provides an overview of: (1) The school and the committee, and (2) The duties and responsibilities of both the school and the committee.

Significance to the College

This study was significant to Delgado Community College in that a vital communication linkage was established, at the instructional level, between college personnel and their technical advisory committees. The handbook, distributed to all advisory committee members, provided the information each person involved in the advisory process

needed to function in an efficient and effective manner. It helped set the stage for committee activities by providing an operational infrastructure to committee proceedings.

Significance to the Seminar

According to the Societal Factors Affecting Education Seminar Study Guide, each student is to develop a general understanding of the diverse inter-related factors based upon the past and present status of education in our society. Additionally, the student must select a field of specialization to explore in greater detail. One area of specialization listed in the study guide was the nature of the influence on education of constituency groups such as advisory committees.

A major course requirement of the Societal Factors Affecting Education Seminar was the completion of a final report called the Institutional Societal Factors Inventory. The purpose of this report was to identify the five most critical societal factors affecting Delgado Community College, discuss their impact on the institution, and propose Delgado's possible responses to these factors. One of the most critical factors identified was the effective utilization of technical advisory committees, and the development of a handbook for technical advisory committee members was determined to be of great importance.

Chapter Three

PROCEDURES

The purpose of this study was to develop a handbook for technical advisory committees at Delgado Community College. Considerable care was given to the development of a document that was both informative and easy to read. Faculty and staff were consulted in the process, and were encouraged to modify the handbook to meet their specific program needs. No changes were recommended.

The procedures for this study were as follows:

1. The professional literature was reviewed.
2. An investigation of the College's experiences with technical advisory groups was conducted.
3. Five community colleges were contacted to obtain their materials pertaining to this study.
4. Twelve select members of business and industry were contacted in an effort to gain insight into their needs.
5. Approval from the Dean to proceed with the development of the handbook was obtained.
6. The handbook was developed, in manuscript form.
7. The handbook was submitted to the Dean.

Assumptions and Limitations

The expected outcome of this practicum was the development of a handbook for technical advisory committees at Delgado Community College. It was assumed that:

1. Each technical program would reestablish a technical advisory committee.
2. Each advisory group would operate according to the guidelines provided by the handbook.
3. Other community colleges would respond to requests for information regarding their use of advisory committees.
4. Business and industry leaders would respond to requests for input into the process of developing the handbook.
5. The Dean would disseminate the results of this study to college personnel for immediate implementation.

The handbook was developed for Delgado Community College, and was limited to the technical advisory groups of that institution.

Definition of Terms

job placement - employment in a field directly related to the training received by the student, either while enrolled or upon completion of a program.

scope of work - activities undertaken by the advisory committee in the fulfillment of its purpose.

Chapter Four

RESULTS

The literature was reviewed and three areas of commonality were identified. First, an advisory committee should be established for each technical program within an institution. The effective utilization of these groups, which forms a bond between education and industry, is critical to the success of a technical program. Second, the college should provide members with an active program of committee work. Activities should focus on the development of the total educational program of a particular occupation or technical specialty. Finally, colleges should provide a handbook for each technical advisory committee member that explains the purpose, goals, and operation of the committee.

An investigation of Delgado Community College's past experiences with technical advisory committees was conducted. Official college records were reviewed and college staff were consulted regarding the use of advisory groups in the ten-year period of 1979 - 1988. The only organized activity occurred in 1983, when the administration directed the EG faculty to compile a list of individuals willing to serve on advisory committees. Each program submitted a list of members and was directed to conduct

official meetings. Fewer than half of the thirteen programs listed actually held committee meetings. The project was abandoned in 1984, due to a lack of faculty interest and administrative direction.

The following community colleges were contacted and ideas for the development of the handbook were gleaned from their literature:

1. Central Piedmont Community College, NC;
2. Daytona Beach Community College, FL;
3. Greenville Technical College, SC;
4. Hagerstown Junior College, MD;
5. St. Louis Community College, MO.

A review of these handbooks revealed a common structure and this information was used in the development of Delgado's handbook. The common structure included: (1) A letter from the highest ranking official in the college; (2) A section on general information about the college; (3) A section describing the roles and functions of the committee; (4) A section outlining operational procedures; and (5) A directory of programs and advisory committee members.

Twelve business/industry leaders were contacted in an effort to obtain their input for the development of the handbook. These leaders represented the broad spectrum of technical offerings at the College. The EG Division Chairperson contacted them, by telephone. Of the twelve, only three made recommendations germane to the development of a

handbook. The recommendations were as follows: The college should provide written guidance to the committee regarding its structure and operation, and feedback should be provided to committee members regarding actions (or lack of actions) taken on their recommendations.

Utilizing the above information, the following outline was developed for the handbook:

1. A letter of introduction from the President, showing institutional support of and appreciation for the advisory committee;
2. A section that outlines general information regarding the college, including the purpose and philosophy of the college, along with its policies and services; This section provides the member with necessary background information concerning the College.
3. A listing of technical programs and faculty;
4. A section that outlines general information concerning the advisory committee, including its definition, functions, membership criteria, composition, length of service, and member selection procedures; This section provides the member with his/her roles and duties, and what to expect from the college in terms of guidance and support.
5. A section that outlines the scope of work the college expects from the committee. This section

provides specific instructions to the committee regarding the types of activities useful to the total development of their respective programs.

6. A directory of all advisory committees. The directory will include the member's name, title, organization, location, and telephone number.

An effort was made to develop a document that was both informative and easy to read. Faculty and administrators were consulted for revision to the original draft. No changes were recommended. The handbook was submitted to the Dean for consideration in revitalizing the use of technical advisory committees at Delgado Community College.

Chapter Five

DISCUSSION, CONCLUSIONS, and RECOMMENDATIONS

Introduction

The purpose of this study was to develop a handbook for technical advisory committees at Delgado Community College. The professional literature was reviewed, and both internal and external sources were consulted in the process. This chapter contains a discussion of the process, including conclusions drawn and recommendations made based on the results.

Discussion and Conclusions

The results of this study are supported by the research of others regarding the development of a handbook for technical advisory committee members. The College should reinstate the policy that each program establish and meet with advisory groups on a regular basis. The development of a handbook for technical advisory committee members should help the College effectively utilize these groups, keeping technical programs up-to-date, thus meeting the training and retraining needs of employers and employees in the Greater New Orleans area.

As previously noted, the only organized activity concerning advisory committees occurred in 1983. The

project was a dismal failure, due to a lack of direction from the administration and the subsequent lack of faculty interest in the concept. The probable cause of failure was the absence of long-range planning for successful implementation of the project. In 1983, the College was involved in the process of reaffirmation of accreditation. The critical resources and personnel who would normally be assigned to the advisory group project were diverted to reaffirmation tasks.

Concerning the actual development of the handbook, it was not necessary to "reinvent the wheel". Many colleges publish handbooks for advisory members. A review of five such handbooks revealed a common structure, and that common structure was replicated in the handbook developed for Delgado Community College.

According to Wenrich (1988:203), irrespective of which or how many technical advisory committees are established, they must be consulted. Most community colleges pay at least "lip service" to the use of technical advisory committees. Some do not operate at all. Business leaders surveyed recommended the College provide written guidance to the committee regarding its structure and operation, and that feedback be provided to committee members regarding implementation of committee recommendations.

In summary, the development of a handbook for technical advisory committee members would be of value to

the college, its students, and to the business community. The college would receive the input it needs from the business community to offer state-of-the-art programs. The students would benefit by receiving training in such programs, thereby increasing their employment marketability.

Recommendations

The following recommendations are derived from the results of this study:

1. The administration should reinstate the policy of requiring an active advisory committee for each technical program at the College.
2. The Dean should adopt the handbook, and disseminate the results of this study to the EG faculty.
3. The College should conduct workshops for its staff on the effective utilization of advisory groups. The first workshop should focus on how College staff can use the handbook contents.
4. The administration should openly reward staff who participate in advisory committee activities.

These recommendations could not have been supported without the results of this study. They were presented to the Dean for consideration in revitalizing the use of technical advisory groups at Delgado Community College.

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APPENDIX

HANDBOOK FOR TECHNICAL ADVISORY COMMITTEE MEMBERS

DELGADO COMMUNITY COLLEGE

1988-89

Handbook compiled by:

Brian Satterlee, Chairperson
Engineering/Industrial Technology
Delgado Community College
615 City Park Avenue
New Orleans, LA 70119

Delgado Community College is an Equal Employment Institution

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This page reserved for a letter from the President to the committee members, which will serve as an introduction to the document.

GENERAL COLLEGE INFORMATION

Institutional Purpose

Delgado Community College is a comprehensive, multi-campus community college with a strong occupational and technical orientation complemented with liberal arts and personal-social enrichment opportunities. The college is dedicated to the premise that education of all the people is necessary to bring together the diverse social, ethnic, political, and economic elements of America into a free and open society.
Through an open door admissions policy, the college welcomes students from all racial, religious, economic, and social backgrounds.

Curricula at Delgado focus primarily on the development of the total personality by offering a careful blending of occupational technologies with arts, sciences, and humanities. In recognition of the diverse needs of the individual and the demands of a democratic society, the college provides a comprehensive educational program that helps the student cultivate values and skills in critical thinking, self-expression, communication, decision making, and problem solving as well as to prepare for a productive and satisfying vocation.

Specific educational purposes of the college are to offer:

1. Curricular patterns that parallel those of four-year institutions.
2. A variety of occupational programs to prepare people for immediate employment.
3. A developmental program of instruction for those whose academic foundation requires strengthening.
4. A program to expand the educational horizons of the adult community by providing continuing education at the postsecondary level.
5. Educational services to business and industry, including economic development activities.

As an institution primarily concerned with student growth, and one which provides excellence in instruction, Delgado Community College provides the following support services for its students:

1. Placement testing, educational and career counseling designed to assist students in knowing their abilities as well as guiding them in selecting the appropriate course of study.
2. Job placement to inform students about potential job opportunities in their selected field of study.

3. A variety of instructional modes and organizational patterns to provide students with the most effective learning environment.
4. Effective articulations between Delgado Community College and other educational institutions.
5. Evening classes and services, as an extension of the day program, for those who cannot attend daytime classes.
6. A channel of communication with the changing needs of business, industrial, and civic communities.

Delgado Community College, its Board, administration, faculty and staff are committed to creating a positive climate for encouraging lifelong learning of all students.

Institutional Philosophy

Accessibility. As an institution with an open-door admission policy, the college is accessible to any citizen past high school age and provides an environment dedicated to serving those who desire to learn. The college provides equal educational opportunities for, and actively seeks, prospective students regardless of personal, social, or social conditions. Students are encouraged to develop fully their capabilities and are assisted in setting realistic educational goals for themselves.

Comprehensiveness. The college is comprehensive, as demonstrated by a wide variety of study and career options for students, including preparatory, immediate job entry, development, and community service programs. The offerings of the college are determined by analysis of community needs and selected on a priority basis to the fullest extent of its available resources.

Flexibility. The college maintains maximum flexibility in its selection of programs, phasing out those that become less relevant and initiating new ones that meet the changing needs of the community. Each student has the flexibility to move from one level of study to another and from one career to another. The college seeks to maintain flexibility to accommodate individual differences in learning rates, aptitudes, and prior knowledge.

Quality. The college is dedicated to providing a quality education through excellence in personnel, programs, and facilities. Such quality will be a determining factor in the accountability of all college personnel, programs, and facilities and will be judged against established performance criteria. The college seeks to engender in each student an understanding of learning as a lifelong process.

Accountability. The campuses in the Delgado system accept accountability for the quality and quantity of their output in the belief that every student deserves the opportunity to succeed. The college is accountable for creating an

environment in which each student may, through the students own endeavors, be successful. Student learning objectives and performance criteria are established for each course. Objectives and performance criteria are established for each of the college's programs and employees and for the college itself. The success of students, employees, programs, and the college are evaluated against these objectives.

Educational Policy and Services

The educational policy of the college is founded on a commitment to the lifelong learning process and provides the following services:

1. **Open door admissions, policies, and procedures,** which encourage the pursuit of personal development in individuals who are from all segments of society and who possess a diverse backgrounds.
2. **Occupational programs and courses** of several weeks to two-years duration which, upon completion, may lead to job entry, advancement in a current job, or pursuit of as higher degree.
3. **Pre-professional and liberal arts courses** complimetary to career occupations, which provide advanced standing to students who transfer to a four year college to earn higher degrees.
4. **Developmental programs and learning resources services** designed to provide cultural, social, educational, and personal growth opportunities as well as to correct possible academic deficiencies.
5. **Comprehensive student services** such as counseling, health, student activities, and financial aid programs. A placement service is always ready to assist Delgado students and graduates in finding employment in their field.
6. **Specialized educational services to handicapped persons** through a close working relationship with a comprehensive rehabilitation center.
7. **Continuing education**, through which the faculty of the college and community leaders help meet identified community needs in on-and off-campus facilities through professional consultation, short courses, sponsorship of nontraditional instructional programs, conferences, institutes, on-site training courses, seminars, and similar non-credit and credit activities.
8. **Specialized veterans counseling services.**
9. **Planning, evaluation, and development activities** leading to improved, expanded, enriched, and innovative educational services, utilizing a variety of modes and programs.

ENGINEERING/INDUSTRIAL TECHNOLOGY PROGRAMS LISTING

Mr. Brian Satterlee, Chairperson

Program	Faculty
Airconditioning/Refrigeration	Mr.Larry Charbonnet
Aircraft Maintenance Technology	Mr. Bob Brown Dr. Tom Cook Mr. S.L. Liang
Architectural Engineering Technology	Mr. Victor Mirzai
Cabinetmaking/Carpentry	Mr. Dennis Hinds
Civil Engineering Technology	Mr. James Macaluso
Drafting	Mr. E. Dominici Mr. Alan Scofield Mr. L. Winchester
Electrical Construction	Mr. John Genovese Mr. Wayne Russ
Electrical Engineering Technology	Mr. Ramon Ariza Mr. Jerry Karl Mr. Y.H. Lee
Electronic Services Technology	Mr. Louis Meyer Mr. George Platt Dr. Patrick Tou
Fire Protection Technology	Dr. Donald Clausing
Machinist Technology	Mr. Broom Robbie
Motor Vehicle Technology	Mr. Bob Caillouet Mr. Joseph Cruthirds Mr. Harold Pilie Mr. Johnny Taylor Mr. Joe Toujas
Welding	Mr. Keith Dampier

GENERAL ADVISORY COMMITTEE INFORMATION

Definition

Technical Advisory Committees at Delgado Community College are associations composed primarily of individuals outside the educational profession who are chosen from segments of the Greater New Orleans metropolitan area to collectively advise college personnel regarding their programs. The primary purpose of the advisory committee is one of providing advice. It is strictly advisory in its capacity and has no administrative authority. It is composed of individuals with special expertise and skills who provide assistance for the benefit of the students in their respective program.

Functions of an Advisory Committee

The committee's major function is the identification and development of the total educational program of a particular occupation or technical field. Specific functions include:

1. Advise in developing course content for specific occupations.
2. Provide advice concerning shop and lab layout.
3. Suggest criteria for the selection of students most likely to succeed in the program.
4. Provide the instructor with competent resource individuals to enable instruction to relate effectively to the skills and knowledge pertaining to the job.
5. Assist in job placement.
6. Assist in program evaluation.
7. Assist in providing financial support.
8. Advise officials in areas concerning the importance of upgrading and retraining workers, and lifelong learning pursuits.
9. Assist in the development of community understanding and support of the program.
10. Counsel in faculty recruitment and selection.

Qualifications for Membership

At least four essential qualifications are required for membership on Technical Advisory Committees. First, each member must have **demonstrated competence** in the specific area being served. Second, each member must be **interested in technical education**. Third, each member must be willing to **devote adequate time to serve** on the advisory committee. Finally, each member must exhibit a strong sense of **civic mindedness, character, and responsibility**.

Composition of the Advisory Committee

The minimum size of any one Technical Advisory Committee will be six individuals and the maximum will be twelve. The college will attempt to have broad representation by allowing no more than one member per organization to serve at one time. Also, no more than two graduates of the program advised, with three years' minimum work experience each, may serve at any one time. The faculty of the program and the Engineering/Industrial Technology Chairperson will serve as ex-officio members of the committee.

The advisory committee elects a lay member to serve as chairperson. The chairperson presides at meetings and works in concert with Delgado personnel in calling meetings and planning the meeting agenda.

A vice-chairperson is elected to serve in the absence of the chairperson.

A faculty member will be designated to serve as recording secretary, whose responsibilities include: (1) Announce meetings; (2) Communicate information; (3) Recording and mailing copies of the minutes to all committee members: and (4) Filing minutes from each formal meeting in the division office.

Length of Service

All members are appointed by the Engineering/Industrial Technologies chairperson, upon the recommendation of the program faculty, for a period of three years. Provisions will be made for staggering replacements to ensure that experienced members will always be serving on the committee.

Selection Procedures

The procedures are used for selecting members is as follows:

1. The faculty prepare a list of potential program advisory committee members (20 minimum).
2. The list is presented to the division chairperson, who, in concert with the faculty, select the finalists.
3. The division chairperson makes informal contact with the finalists to ascertain their interest and willingness to serve on the advisory committee.
4. The college president sends a letter of appointment to each committee member.
5. The division chairperson convenes the initial meeting and reviews the purpose and functions of the committee. Officers of the committee are then elected, making the committee operational.

Operational Aspects

All Technical Advisory Committee meetings will operate under the following assumptions:

1. Meetings will be conducted with a planned agenda, mailed in advance to committee members. The responsibility for this agenda lies with college staff working cooperatively with the committee chairperson.
2. Dates, times, and places of meetings will be established early to accommodate committee member's schedules.
3. The number of meetings to be held each year is dependent on the specific situation and need; however, quarterly meetings are recommended.
4. Minutes will be kept by the recording secretary.
5. Roberts Rules of Order will be used to provide uniformity to the meetings.

SCOPE OF COMMITTEE WORK

Each Technical Advisory Committee at Delgado Community College will advise on the development, operations, and evaluation of the program for which it was appointed. The following committee functions outline the scope of work and are presented so that individual members of the advisory committee will understand how they might best serve the college.

Community Surveys

The advisory committee can assist in determining:

1. The jobs within a technical field for which training is needed.
2. The need for upgrading training for those already employed.
3. New areas in which training should be developed.
4. Whether or not technical programs should be established, expanded, or eliminated.

Career Guidance/Graduate Placement

The advisory committee can support the program by:

1. Notifying faculty of job openings.
2. Employing graduates and co-op students.
3. Meeting with high school counselors to describe the Tech Prep 2+2 concept for their field.

Curriculum Advisement

Curricular concerns appropriate for the committee are:

1. Do course objectives relate to the competencies needed for employment?
2. Are the students supplied with adequate and accurate career information?
3. Is there a relationship between the technical courses and other college curriculums?
4. Does the program emphasize the development of human relations skills and positive attitudes towards work?
5. Are the instructional materials appropriate?
6. Are the special needs of disadvantaged and handicapped considered in the curriculum content?

Public Relations/Recruiting

The advisory committee can assist in:

1. Developing community awareness of Delgado faculty, facilities, and equipment.
2. Suggest ways to promote Delgado through speaking engagements, television, radio, and other media.
3. Establishing an awards program for outstanding students and alumni.
4. Developing a public relations calendar for the academic year.

Equipment and Facilities

Primary work activities of this function include inspection and evaluation, and providing assistance in obtaining equipment, facilities, and instructional resources.

Four well-defined types of facility evaluation studies are:

1. The **utilization survey**, which is an analysis of facilities in light of their expected use.
2. The **safety survey**.
3. The **adequacy study**, which focuses on the condition of, access to, and appropriateness of facilities.
4. The **planning study** of program need, enrollment projections, and facility requirements for proposed programs and alternative lab layouts.

Members can give advice and assistance in purchasing equipment or they can obtain equipment and materials via donation or on consignment.

Staffing

The advisory committee can assist in:

1. Reviewing faculty credentials.
2. Recommending the number of faculty needed.
3. Reviewing and recommending adjunct faculty for employment.

Program Evaluation

The technical advisory committee will conduct an annual program audit that describes its activities, expresses its concerns, summarizes its evaluations, and presents its recommendations.

Other evaluation activities include:

1. Assisting in evaluating student performance.
2. Comparing accomplishments with objectives.
3. Assist with the design, implementation, and evaluation of graduate follow-up.

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